


<b>Upgrade 9 – Edições Asa</b>	Agrupamento de Escolas de Loureiro	<b>Disciplina: Inglês</b> <b>Ano: 9º ANO</b> <b>Ano letivo: 2018/2019</b>	 <b>REPÚBLICA PORTUGUESA</b> EDUCAÇÃO
	<b>YEAR PLAN</b>		

Metas curriculares	Culture (ID9) / Vocabulary (LG9)/ Writing (W9)	Grammar (LG9)/Writing (W9)	Speaking (SP9)/Listening (L9)	Strategies/activities	Evaluation
<p><b>COMPREENSÃO ORAL (L9)</b></p> <p>1. Compreender discursos produzidos de forma clara.</p> <p>2. compreender diferentes tipos de texto áudio/audiovisual desde que adequados ao nível de conhecimento do aluno.</p> <p><b>LEITURA (R9)</b></p> <p>3. Ler textos adaptados de tipologia diversificada para recolha de informação.</p> <p><b>INTERAÇÃO ORAL (SI9)</b></p> <p>6. Interagir com algum à vontade sobre assuntos conhecidos, podendo pedir ajuda e reformular o discurso.</p> <p>7. Produzir diálogos, com alguma à vontade, sobre tópicos da atualidade.</p>	<b>1st term ( 39 lessons)</b>				
	<p><b>Unit 0 – Welcome back</b></p> <ul style="list-style-type: none"> <li>• Vocabulary review</li> </ul>		<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Oral texts</li> </ul>	<ul style="list-style-type: none"> <li>• Completing sentences</li> <li>• Doing wordsearches</li> <li>• Filling in crosswords</li> <li>• Completing tables</li> <li>• Matching</li> <li>• Choosing the best option</li> <li>• Describing cartoons</li> <li>• Commenting on pictures</li> <li>• Reading / Listening comprehension</li> <li>• Answering questions about the texts</li> <li>• Listening to people talking and choosing the correct information</li> <li>• Roleplaying</li> <li>• Writing texts</li> <li>• Matching pictures</li> <li>• Completing sentences</li> <li>• Choosing the correct options</li> <li>• Writing correct sentences</li> <li>• Exchanging information</li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation of students' performance in ongoing activities</li> <li>• Controlled exercises</li> <li>• Oral participation</li> <li>• Tests</li> <li>• Worksheets</li> <li>• Homework</li> <li>• Diagnostic activities</li> </ul>
	<p><b>Unit 1 – Walking the red carpet</b></p> <ul style="list-style-type: none"> <li>• Celebrities and famous people</li> <li>• Showbiz and entertainment</li> <li>• Writers and books</li> <li>• Describing situations and problems</li> <li>• Expressing opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Present and continuous</li> <li>• Present perfect</li> <li>• Past simple and present perfect</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Role-playing</li> <li>• Interviews</li> <li>• Demons – song</li> <li>• Amsterdam – song</li> <li>• Dialogues</li> </ul>		
	<p><b>Unit 2 – Ready, steady ... fit</b></p> <ul style="list-style-type: none"> <li>• Health, food and well-being</li> <li>• Addictions</li> <li>• Body image</li> <li>• Expressing preferences</li> <li>• Commenting</li> <li>• Giving advice</li> </ul>	<ul style="list-style-type: none"> <li>• Past perfect</li> <li>• Question tags</li> <li>• Modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Role-playing</li> <li>• Commenting on situations</li> <li>• Interview</li> <li>• Oral texts</li> <li>• Body image – video</li> </ul>		

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<b>2nd term ( 32 lessons)</b>					
<p><b>PRODUÇÃO ORAL (SP9)</b></p> <p>8. (Re)produzir textos orais, previamente preparados, com pronúncia e entoação adequadas.</p> <p>9. Produzir, de forma simples e linear, discursos de cunho pessoal.</p> <p><b>ESCRITA (W9)</b></p> <p>10. Interagir, com relativa facilidade, sobre assuntos de caráter geral.</p> <p>11. Produzir textos, de 80 a 100 palavras, com relativa facilidade.</p> <p><b>DOMÍNIO INTERCULTURAL – (ID9)</b></p> <p>12. Conhecer personagens e obras célebres de países de expressão inglesa.</p> <p>13. Conhecer universos culturais diferenciados.</p>	<p><b>Unit 3 – Life changes</b></p> <ul style="list-style-type: none"> <li>Life and work changes</li> <li>Technological innovations</li> <li>Describing situations</li> <li>A letter</li> <li>Expressing condition</li> </ul> <p><b>Unit 4 – A world of differences</b></p> <ul style="list-style-type: none"> <li>Multiculturalism</li> <li>Different habits and cultures</li> <li>Expressing relation</li> <li>Describing situations</li> </ul>	<ul style="list-style-type: none"> <li>Conditionals type = and 1</li> <li>Conditionals type 2</li> <li>Phrasal verbs</li> <li>Connectors</li> <li>Relative pronouns</li> <li>Verb patterns: to-ing form and to-infinitive form</li> <li>Omission of the relative pronoun</li> </ul>	<ul style="list-style-type: none"> <li>Role -play</li> <li>Sharing opinions</li> <li>Say something – song</li> <li>Am I wrong – song</li> <li>Oral texts</li> <li>Multiculturalism - video</li> <li>Oral presentation</li> <li>Telling a story</li> <li>Role-play</li> <li>Oral texts</li> <li>Surfing in the city - video</li> </ul>	<ul style="list-style-type: none"> <li>Acting out a dialogue with a partner</li> <li>Completing gaps with missing words</li> <li>Ordering and expanding phrases</li> <li>Expressing opinions</li> <li>Group work</li> <li>Pair work</li> <li>Oral interaction</li> <li>Answering questions about the texts</li> <li>Listening to people talking and choosing the correct information</li> <li>Roleplaying</li> <li>Writing texts</li> <li>Matching pictures</li> <li>Completing sentences</li> <li>Choosing the correct options</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Direct observation of students' performance in ongoing activities</li> <li>Controlled exercises</li> <li>Oral participation</li> <li>Tests</li> <li>Worksheets</li> <li>Homework</li> </ul>

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<b>GRAMÁTICA E LÉXICO (LG9)</b>  14. Compreender Formas de organização do léxico e conhecer algumas estruturas do funcionamento da língua com alguma complexidade.	<b>3rd term ( 28 lessons)</b>				
	<b>Unit 5 – Time to move</b> <ul style="list-style-type: none"> <li>• Exchange programmes</li> <li>• Extreme sports</li> <li>• Holidays</li> <li>• Voluntary work</li> <li>• Describing places/images/events</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Reported speech</li> <li>• Reported questions</li> <li>• Reporting verbs</li> </ul>			